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AUTHOR Wasicsko, M. Mark
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ABSTRACT

This self-instructional manual offers knowledge and skills needed to make reliable and accurate perceptual evaluations about teacher candidates. The first chapter describes traditional approaches to the study of teacher effectiveness and the problems that necessitate the formulation of new approaches. Chapter Two describes the research and summarizes the perceptual view of effective teaching. The process and rationale for making perceptual inferences are discussed in Chapter Three. Chapter Four contains practice material to be used for skill improvement in making perceptual inferences. Chapter Five contains additional practice materials and the procedure for evaluating responses to human relations incidents. The final chapter discusses the methods for the selection of effective teachers. Instructions for asking teacher candidates to write human relations incidents and a bibliography on the perceptual approach to teacher effectiveness are appended. (Author/CJ)

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A RESEARCH-BASED TEACHER SELECTION INSTRUMENT

M. MARK WASICSKO, Ph.D.
FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
MEMPHIS STATE UNIVERSITY
MEMPHIS, TN 38152

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Memphis, TN 38152

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PREFACE

Do you recall from your school experiences the outstanding teachers who possessed the ability to make you feel worthy, able, and dependable? These memorable teachers had the ability to cope effectively and humanely with "people problems." How would our individual lives, our community, our world be different had there been more of these special teachers? Now, more than ever before, the opportunity presents itself to find out. The large number of teachers applying for positions offers an opportunity to choose highly qualified candidates for teaching positions.

Selecting teachers is a monumental responsibility and yet administrators are required to make such decisions with a minimal amount of useful, research-based information. The need for improving the process for selection of teaching personnel is critical. Accountability is reaching most sectors of our society with concurrent demands for identifying teachers with the skills and competencies needed to face the problems in today's schools.

Historically, research on teacher effectiveness has given little direction or information for identifying the characteristics of effective teachers. Recently, however, an approach to the issue offers some exciting new possibil-

ities for the identification and selection of effective teachers. Research conducted at the University of Florida under the direction of Dr. Arthur Combs has indicated that effective teaching is a "helping relationship" and that effective teachers are persons who have the ability to facilitate positive changes in others.

The research consists of fifteen studies which indicate that effective and ineffective helpers can be distinguished on the basis of their perceptual orientation.* Teacher applicants' perceptual orientations can be reliably measured through the process of perceptual inference.

The major road-block to the implementation of the findings of this research has been the difficulty involving evaluation of perceptual orientations. In the perceptual studies of effective teaching, highly trained raters were used to make perceptual inferences. Raters were carefully selected and trained in intensive, individual sessions. This type of training has not been available to those in the position to select teachers.

The self-instructional manual described in the following pages offers the knowledge and skills needed by selection officials to make reliable and accurate perceptual evaluations. Hopefully, the process will lead to the selection of teachers who are more effective.

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*The way in which they view themselves and others, and their attitudes and beliefs about the nature of the helping situation.

The first chapter will give a brief history of traditional approaches to the study of teacher effectiveness. The weaknesses and problems that necessitate the formation of new approaches are presented. Chapter Two describes the research and summarizes the perceptual view of effective teaching. The process and rationale for making perceptual inferences are discussed in Chapter Three. Chapter Four contains introductory practice material to be used for improvement of skills in making perceptual inferences. Chapter Five contains additional practice materials and the procedure to be used to evaluate Human Relations Incidents. The final chapter discusses the methods to be applied in the process for the selection of effective teachers. The instructions for asking teacher applicants to write Human Relations Incidents are contained in the Appendix. A bibliography is included as a source of additional information about the perceptual approach to teacher effectiveness.

You are encouraged to make suggestions for improvements on any part of these materials. I hope that through your experience and suggestions, the materials can be modified and prove to be a significant contribution to education. I am very grateful for your cooperation with this study. Thank you.

M.M.W.

CHAPTER I

TRADITIONAL APPROACH TO TEACHING

Teacher Selection Research: What Research?

Useful research on how to select effective teachers appears to be nonexistent. This is partially due to the inability of psychologists and educational specialists to define effective teaching. Both the development of a process to screen teachers for effectiveness and the discovery of why some teachers are more effective than others are still pressing problems.

Teacher Effectiveness Research

Research on teacher effectiveness has been conducted primarily in three areas: the methods of teaching, the knowledge necessary to teach, and the behaviors of effective teachers. These areas account for about 90% of the research on teacher effectiveness and have established few conclusive findings.

Teaching methods. In a review of all previous research on teacher effectiveness, the National Education Association (Ellena et al., 1961) concluded that there is no method of teaching that can be clearly shown to be associated with either good or poor teaching. Hamachek (1969) came to

similar conclusions. He stated

> It is, I think, a sad commentary about our educational system that it keeps announcing both publicly and privately that "good" and "poor" teachers cannot be distinguished one from the other. Probably no issue in education has been so voluminously researched as has teacher effectiveness and considerations which enhance or restrict this effectiveness. Nonetheless, we still read that we cannot tell the good guys from the bad guys. (p. 341)

Knowledge. Research which examines knowledge as a criterion of effectiveness has been equally inconclusive in its findings. Knowledge is necessary for effective teaching, but often teachers with considerable knowledge lack the ability to convey with meaning or utility what they know to students. Knowledge has not been shown to be a good discriminator upon which to base selection decisions.

Teacher behaviors. Researchers have attempted to look at the behaviors characteristic of effective teaching. Dunkin and Biddle (1974) provide a comprehensive review of this research. The approach to the study of teaching behaviors has logical appeal; locate effective teachers, isolate and categorize their behaviors, and then teach the behaviors to others. Despite the logical appeal, the research has not yielded measurable criteria which the majority of the nation's educators can accept.

SUMMARY

The research in teacher effectiveness has indicated where not to look for the means by which to identify effective teachers. No method of teaching has been shown to be

superior for effective teaching, no specific behaviors have been directly related to effectiveness, and knowledge about subject matter or about the qualities of teaching are not sufficient for the achievement of effectiveness. Kliebard (1973) gives a very realistic summary of the research on teaching. He stated

> What has gone on in the name of the scientific study of teaching has been, in large measure, raw empiricism, of blind and almost necessarily feudal groping for statistically significant relationships. Even if a persistent statistical relationship were somehow found, the absence of analytical clarification of the concepts involved and the lack of a theoretical framework for the research would preclude the development of any scientific understanding of the relationship and, for that matter, would probably rule out any useful purpose to which the research could be put. (p. 20)

Teacher effectiveness and the problem of teacher selection would be improved by a consistent theoretical approach supported by research. The criteria of effectiveness and the methods by which to measure them need to be changed. The following chapters will present an approach for viewing teacher effectiveness based on the theoretical foundation and research methods of perceptual psychology. This approach provides a potential for educators to select teachers who possess characteristics needed for effective teaching.

CHAPTER II

PERCEPTUAL PSYCHOLOGY AND ITS APPLICATION TO TEACHER SELECTION

Perceptual Psychology

Perceptual psychology is based on the premise that people behave in terms of how the world appears to them. In order to understand a person's behavior, it is necessary to understand his perceptions.* From a perceptual viewpoint, behaviors are considered symptoms of underlying beliefs. Therefore, understanding a person's beliefs is the key to understanding his actions.

Perceptual psychology may provide new insights into teacher effectiveness. It has not been possible to describe effective teachers in terms of behaviors, methods, or knowledge. But the perceptual research indicates that the study of perceptual factors, such as beliefs and attitudes, may provide information about teacher effectiveness.

From the viewpoint of perceptual psychology (Combs et al., 1974), the effective teacher is "a unique human being who has learned to use himself effectively and efficiently to

---

*Here "perceptions" refers to the meanings, beliefs, values, and attitudes a person holds about himself and the world. Throughout this text, the terms "perceptions," "beliefs," etc. will be used interchangeably.

carry out his own and society's purposes in the education of others" (p. 8). To state that the effective teacher is unique is not to say that his perceptions cannot be identified or described. It does state, however, that teacher effectiveness needs to be viewed in ways that allow us to supersede an approach based on method, overt behaviors of teachers, or knowledge.

To effectively screen and select teachers, it is necessary to develop methods that measure attitudes, values, and other perceptual factors which underlie the external behavioral similarities. The perceptual approach gives such an opportunity.

The Perceptual View of Effective Teaching

In 1959, a year-long seminar at the University of Florida studied the problem of teacher effectiveness. The perceptual factors that influenced a person to behave in an effective way were studied. Faculty and graduate students reviewed, analyzed, and interpreted the educational literature from a perceptual point of view. The seminar developed the hypothesis that effectiveness was a function of the individual's perceptual orientation, his beliefs, values, and attitudes. For teachers, the degree of effectiveness seemed directly related to their perceptual orientation. It was suggested that effective teachers have similar perceptions about themselves, students, and the task of teaching. More than fifteen studies at the University of Florida and the University of Northern

Colorado have been conducted which support this view of teaching effectiveness.

A recent seminar at the University of Florida directed by Dr. Arthur Combs reviewed the research based on the perceptual model of effectiveness. Twelve perceptual factors with which effective and ineffective teachers can be distinguished were distilled from the research. A summary of the studies and the twelve perceptual factors is presented in Chart A. Four perceptual factors were chosen. The choice was based on ease of learning which was determined by perceptual rater trainees.

The studies indicate that five major areas of teaching are crucial for distinguishing between effective and ineffective teachers. Combs et al. (1974) includes the following as necessary for effective teaching:

1) Rich, extensive, and available perceptions about the subject field.

2) Accurate perceptions of people.

3) Perceptions of self leading to adequacy.

4) Accurate perceptions about the purposes and processes of learning.

5) Personal perceptions about appropriate methods for achieving purposes. (p. 22)

Rich, extensive, and available perceptions. The first area is related to knowledge of subject matter. The importance of knowledge is seldom questioned for teacher effectiveness. It is the easiest component to assess during the selection process. Most objective information

CHART A

TEACHER EFFECTIVENESS RESEARCH
A PERCEPTUAL APPROACH

PERCEPTUAL ORIENTATION	RESEARCH											
	COMBS & SOPER counselors	O'ROARK school couns.	JENNINGS resident assist.	GOODING elem. teach.	VONK in-service teach	BROWN young educators	KOFFMAN classroom teach.	ASPY & BUHLER teachers	DEDRICK jr. coll. teach.	USHER coll. teach.	DOYLE coll. teach.	CHOY coll. teach.
PERCEPTION OF SELF												
IDENTIFIED-UNIDENTIFIED*	S		S	S	S	S	S	S	S	ns	S	
ABLE- UNABLE	S		S	S				S	S	ns		
POSITIVE-NEGATIVE						S		S			S	S
PERCEPTION OF OTHERS												
ABLE- UNABLE*	S	S	S	S			S		S	S		
DEPENDABLE-UNDEPENDABLE	S			S			S			S		
WORTHY- UNWORTHY	S		S	S		S	S		S	S		
PERCEPTION OF PURPOSE												
LARGER- SMALLER*	S			S	S							
FREEING- CONTROLLING	S		S	S	S	S			S	ns		
REVEALING-CONCEALING	S	S	S	S	S	S				ns		
FRAME OF REFERENCE												
PEOPLE-THINGS*	S			S								
INTERNAL-EXTERNAL	S	S	S	S					S			
OPENNESS-CLOSEDNESS (to experience)		S			S						S	

S= significant, ns= not significant,
(blank)= not tested
* definitions used in the text

on teaching candidates falls into this area. Because the area has received ample attention and analysis elsewhere, it will not be discussed further in this text.

Perceptions of others. The beliefs a teacher holds are an important influence on others' behavior. Rosenthal (1969) and others have demonstrated that a teacher's beliefs about others influence behaviors in a cyclical way and become self-fulfilling. If a teacher perceives a student to be a trouble-maker, then the stage is set for his behavior to be perceived as misbehavior. The student realizes that he is perceived negatively, subsequently becomes angry and threatened which, in turn, influences feelings which produce behavior which is destructive. This tends to reinforce the original beliefs. The completed cycle intensifies beliefs and the avalanche begins.

In perceptual studies, effective teachers were found to see others in a more realistic and positive way. They differed from ineffective teachers in that they generally perceived others as dependable, able, and worthy. Eight studies compared teachers' perceptions of others and all eight found significant differences between effective and ineffective teachers. (See Chart A)

The way of perceiving described on the left corresponds to the perceptions of effective teachers and that on the right to ineffective teachers.

ABLE	UNABLE
The teacher sees others as having the capacities to deal with their problems. He believes others are basically about to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

Perceptions of self. What a teacher believes about himself influences relations with colleagues and students. Combs et al. (1974) states

> Teachers who believe they are able will try. Teachers who do not think they are able will avoid responsibilities. Teachers who feel they are liked by their students will behave differently from those who feel they are disliked. Teachers who feel they are acceptable to the administration can behave differently from those who have serious doubts about their acceptability. Teachers who feel their profession has dignity and integrity can behave with dignity and integrity themselves. Teachers who have grave doubts about the importance and value of their profession may behave apologetically or overaggressively with their students and with their colleagues. (pp. 24-25)

In a recent study by Aspy and Buhler (1975), a positive relationship was found between the inferred self-concepts* of teachers and student achievement measured on five scales of standardized achievement tests. Eleven studies compared self-perceptions of teachers and ten of these found significant differences between the perceptions of effective and ineffective teachers. One study did not reach statistical significance (See Chart A). The characteristic related to self-perception for effective teachers is on the

*Inferred self-concept is a measure of self-concept based on evaluations (inferences) of the subject's self-perceptions made by trained perceptual raters.

left and ineffective teachers on the right.

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

Perceptions of purpose. The beliefs held by teachers about the purpose of education will influence effectiveness. Some teachers possess attitudes that schools should "teach the best and shoot the rest." Others say that they "just love to teach, but don't like kids" or that they "prepared the best materials and got the wrong kids." The effect these teachers have on students will differ from that of teachers who perceive that schooling is a way of assisting individual children to be competent and successful. The research indicates that teachers' beliefs about the purposes of education and teacher effectiveness are related. The perceptions that distinguish between effective and ineffective teachers on the basis of perceptions of purpose are:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

Frame of reference. The last area for discrimination of effective teachers is "frame of reference." It is concerned with the means a teacher deems appropriate for achieving a goal. There are no "right" means applicable

to all teachers and situations. Rather, there are means which seem more appropriate for particular situations and individuals. The effective teacher uses appropriate means for each particular learning and teaching situation. Having an effective frame of reference presupposes insights into the causes of behavior and a concern for helping students achieve personal as well as academic growth. Openness to new evidence and insights into oneself and others which lead to changes in behavior are also important. The research indicates that effective and ineffective teachers can be distinguished on the basis of the following perceptual factor:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

SUMMARY

In over twelve studies completed thus far, clear perceptual differences have been found between effective and ineffective teachers. To date, the research has been successfully applied as criteria for teacher-training programs at the University of Florida and for in-service teacher education programs.

It seems apparent that this same information can be of equal value when applied to the area of teacher selection. The remainder of this text will describe the implications

of the findings and their application to the selection process.

CHAPTER III

NATURE AND EVALUATION OF PERCEPTIONS

Relationship Between Perceptions and Behavior

To understand the actions of individuals, it is necessary to understand their perceptions. The overt behavior of people may be considered symptoms of the perceptions or beliefs that they hold as important. If a person sees himself as law-abiding and believes this to be important, then his behavior will fall within the law. If a person believes that people are basically dependable, then his behavior will express trust in others. This same principle applies to teachers. Teachers' behaviors, and thus their effectiveness, are determined by their characteristic ways of perceiving. For selection officials to make use of the fact that effective and ineffective teachers perceive differently, they need the skills that will enable them to identify teachers' perceptual orientations.

Reading Behavior Backwards

"Reading behavior backwards" is the process through which another person's viewpoint is understood; that is, to understand what makes another person act the way he does. In one sense, this amounts to "standing in another person's

shoes" and seeing what it is like to be him. This process is not new to any of us. As children, we acquired an awareness of how others feel. The statements often made by children such as "Stay out of Dad's way!" or "Now would be a good time to ask Mom." indicate this type of awareness. To make judgments, children observe behaviors and then make inferences. They "read behavior backwards" and so come to understand the meanings, feelings, and perceptions behind the individual's actions. Everyone uses this skill every day, but the efficiency with which it is used varies, depending on the situation. It is common to tell at a glance how one's spouse is feeling, and come to a rather accurate idea of the type of reaction forthcoming. Accurate inferences become more difficult as the situation becomes more remote from one's experiences.

The accuracy of the inferences also varies from individual to individual. Some people have learned to make inferences accurately after brief observations of another's behavior, but most require exposure to another person over a longer period of time.

Making perceptual inferences is a skill and, therefore, can be improved. Counseling and psychology have emphasized this skill, but it should be important to education as well. The need for improvement for selection officials is apparent. When teachers are to be hired, the chances are good that candidates will be unfamiliar. The luxury of making inferences in a casual way for an extended period of time

is not available. Usually, inferences must be drawn from a relatively small number of behaviors. Therefore, a high degree of this empathic skill is necessary. These materials are designed to provide such skill.

Behavior - The Vehicle for Inference

Theoretically, any behavior should provide insight into another person's perceptual field. The term "behavior" is used in a broad sense: written themes, letters, recordings of conversations, diaries, autobiographies, even conversation itself can be used as behavior for making inferences. The type of behavior from which accurate inferences can be drawn is determined by the proficiency of the person making the inferences.

In studies conducted at the University of Florida and the University of Northern Colorado, interviews, human relations incidents, picture story tests, and classroom observations were used as protocol material for making inferences. The important characteristics of the material from which to draw inferences are that the materials involve the person's perceptions and that the material submitted be sufficiently long to allow the perceptual rater to get a "feel" for the way the person perceives. To "involve the person's perceptions" means that the protocol involves the values, beliefs, and feelings of the person and is not merely an intellectualized statement of what the person deems appropriate or desirable for the particular situation.

Cautions About Perceptual Inferences

Self-report is not self-concept. A logical and frequently used way to gather information about another person's feelings or beliefs is to simply ask him. The obtained information is a self-report. Studies have been shown that self-concept (the way a person actually sees himself) and the way he reports himself to be are not synonymous (Combs et al., 1971, 1963; Parker, 1966). Self reports are useful and, if viewed as a behavior from which to infer, can provide information. To use self-report information, the following should be kept in mind:

1) People are usually aware of what is important to them, but it is not always possible to relate this to others.

2) A person may lack adequate symbols to express his real feelings. Some beliefs or perceptions are just not accessible to verbal descriptions. When put into words, the words used possess such special meanings for the individual that the meaning is lost in translation. ("I know you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant.")

3) In our culture, it is customary not to express feelings about oneself. If a person sees himself as exceptional or rather dull, it is not likely to be expressed. We are taught both to be humble and not to make fools of ourselves.

4) The information in a self-report depends on what the person is willing to give. A person may claim to give full cooperation and may, in fact, give no meaningful information.

5) The degree to which a person feels adequate will affect the accuracy of the reported information. In general, the more adequate the person feels, the more accurate will be his description of his perceptual self. A less adequate person, not wanting to appear inadequate, will only disclose that which he feels will indicate his adequacy.

6) Probably the most important factor which must be kept in mind is that any request for information about perceptions will greatly affect the response given.

The process of inferring a person's perceptions or beliefs is one of observing behaviors and then asking how this person must be perceiving to have responded this way. At times, this will require taking a self-report at face value. At other times, the validity of the information will need questioning. This skill comes with practice and, hopefully, it will become easier and more manageable through the practice in this text.

Separation of Evaluation

The last point to consider before the actual practice begins is to make a distinction between personal evaluations and perceptual inferences. In the actual practice materials, Human Relations Incidents submitted by teachers and teacher candidates provide the protocols from which inferences are drawn. It is possible to evaluate these protocols in two ways. The first way is to read the incident, see what the person did, and evaluate the overt behaviors. They can be evaluated as "like me" (they handled the situation well) or "unlike me" (they handled the situation poorly). This type of evaluation serves the purposes of everyday situations. This is the process through which friends and acquaintances, as well as enemies, are chosen. Evaluations of this type are "personal evaluations" and are not usually accurate enough for use in teacher selection.

The second way of evaluating incidents is called "perceptual evaluation" which seeks to reveal the beliefs or perceptions producing the observed behavior. Making perceptual inferences is facilitated by using the definitions (perceptual factors) provided by the research as criteria upon which to rate candidates' protocols.

The following chapter will present instructions and practice for making perceptual inferences.

SUMMARY

Perceptions or beliefs underlie all behavior. To understand another person's behavior, one must understand his perceptions or beliefs. The process through which a person comes to understand another person is called "reading behavior backwards." Through this process, another person's point of view, and thus his actions, can be understood. In one sense, "reading behavior backwards" amounts to "standing in another person's shoes" and seeing what it's like to be him.

Overt behaviors provide the material from which inferences about perceptions are made. There are two ways in which behaviors are commonly evaluated. The first way is based on personal likes and dislikes. These are usually not sufficiently accurate to be used in the teacher selection process. The second way is through perceptual inferences; that is, reading behavior backwards.

The research has shown that effective and ineffective

teachers differ in the way they perceive. In order for selection officials to apply these findings, a high degree of inference skill needs to be developed.

CHAPTER IV

MAKING PERCEPTUAL INFERENCES

This chapter will present introductory instructions and practice materials for making perceptual inferences. The four perceptual factors to be used in the material will be described in detail. Practice Human Relations Incidents will be provided for you to test your understanding of the perceptual factors. The intent of this chapter is to give you a "feel" for making inferences and insight into the rationale used by professional raters to evaluate perceptual orientations. Before beginning the practice, several terms need clarification:

Perceptual Factor. The training consists of the use of four perceptual factors. That is, we are looking at four aspects of the way people perceive: how a person sees himself, how he sees others, perceptions of purpose, and overall frame of reference. Each perceptual factor consists of a set of bipolar definitions (e.g. able-unable). The definition on the right will always correspond to the ineffective perceptions and the definitions on the left to effective perceptions. These definitions will provide the criteria upon which inferences are to be made. In other words,

you will be asked to infer which definition best fits the perceptions of the person writing the Human Relations Incident.

Human Relations Incident. The Human Relations Incidents (HRI) used were submitted by teachers or students enrolled in upper-division and graduate education courses. All were asked to follow the same basic format for writing Human Relations Incidents. The instructions were as follows:

> I would like you to think of a significant past event which involved yourself in a teaching role and one or more other persons. That is, from a human relations standpoint, this event had special meaning for you. In writing about this event, please use the following format:
>
> FIRST — Describe the situation as it occurred at the time.
>
> SECOND — What did you do in the particular situation?
>
> THIRD — How did you feel about the situation at the time you were experiencing it?
>
> FOURTH — How do you feel about the situation now? Would you wish to change any part of it?

In the case of students who had not participated in teaching situations, the term "teaching role" was changed to "helping role." When reading Human Relations Incidents, keep in mind that the information was volunteered and must be regarded as self-report data.

Scoring incidents. After you have become familiar with the perceptual factor and have read the HRI, you will be asked to infer the writer's perceptual orientation on a scale similar to the one shown:

ABLE	UNABLE
The teacher sees others as having the capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

A score of 1 indicates that, in your best judgment, the writer's perceptions closely parallel the perceptions described in the ineffective (UNABLE) definition. Conversely, a score of 7 indicates that, in your judgment, the writer's perceptions closely parallel those described in the effective (ABLE) definition. In most cases, the writer's perceptions will fall somewhere between the two extremes.

In evaluations of this type, scores will vary even among highly trained raters. Therefore, it is necessary to allow a range in which scores will be considered accurate. In perceptual research, a range of plus or minus one (± 1) point is acceptable. Therefore, if the score of the professional raters was 5, a score of 4, 5, or 6 would fall within the acceptable limit. In perceptual research, the criterion of acceptability is that the raters (three or more) agree within one point a minimum of 80% of the time. This same criterion will be applied in determining your accuracy for making inferences. If you are within one point of the professional ratings at least 80% of the time, then you have attained a high degree of inference skill.

Steps for Making Perceptual Inferences

The following procedures should be used to evaluate each Human Relations Incident:

1) Carefully examine the perceptual definitions.

2) Read the Human Relations Incident, keeping the definitions in mind.

3) Reread the definitions and make your rating on the scale provided.

4) Compare your ratings with those of the professional raters.

As you progress through these materials, the inference process will become clearer. It is suggested that you reread the definitions often, and continually ask yourself how the person's perceptions fit the perceptual factor under consideration. When questions arise concerning the nature of inferences, you should reread the pertinent sections of Chapter Three.

The practice material follows. Two Human Relations Incidents will be provided with each perceptual factor. You will read each incident and score it in the place provided and then compare it with the score and rationales of the professional raters.

EXAMPLES FOR PERCEPTIONS OF SELF

(IDENTIFIED - UNIDENTIFIED)

Example 1

1) Carefully examine the perceptual definitions.

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

Effective teachers feel a closeness to people of every description, independent of race, creed, or national origin. This does not mean they are friends with everyone, but rather that they have the capacity to understand and feel a compassion for all people. The feeling of identification is familiar to everyone. The joy over the accomplishments of loved ones, the excitement over a team's victory, and even the sadness over the tragedies of friends and neighbors exemplify this identification. Some of the greatest figures in history have developed this feeling of oneness or identification to such an extent that all humankind has been included.

The opposite is seen in people who never come to share meaningful experiences with another human being. Most people fall somewhere between these extremes. Effective teachers perceive a greater identification between themselves and all students, regardless of beliefs and background. This is an essential quality for effective teaching.

2) Read the Human Relations Incident, keeping the definition in mind.

He was extremely poor but just as proud. He needed help but the problem was how could we help him without hurting him? Jerry (fictitious name) was a very good math student in one of my seventh-grade classes. He made good grades, but he started going to sleep every day in class after he finished his work. At first, I just let him sleep, thinking that it

was a temporary thing. However, it occurred more and more often. I confided in his homeroom teacher and we became real snoopers. She went into his locker every day for a week and discovered that all he had for lunch every day was bread with margarine spread on it. Next we went to the principal. We offered to buy his lunches but the principal said no. He called in the school nurse and she investigated the home situation. She found conditions quite critical and as we had suspected, the children were suffering from malnutrition. Jerry was just too tired to stay awake all day and since math seemed to be his easiest subject, he chose that class in which to sleep. Well, the outcome was that the principal offered Jerry a job in the lunch room for free lunches. Jerry accepted and does not know to this day that two teachers were "snoopy." He stopped sleeping in class almost immediately. He is now a senior in high school and is still in the accelerated math program where I placed him at the end of the seventh-grade.

How would a person perceive in the situation if he were identified with others? Unidentified? How must a person <u>perceive</u> to behave in the manner just described?

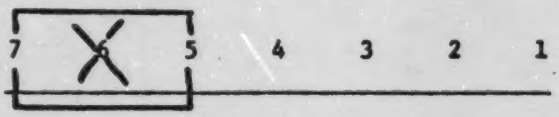
3) Reread the definitions and make your rating on the scale provided.

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.

The professional raters scored this person a 6. (Hereafter, the professional raters' score will be denoted by an "X" on the appropriate number of the scale.) A score of 5, 6, or 7 would have indicated agreement with the trained raters. (Hereafter, the range on the scale indicating agreement with the professional raters will be boxed-in.)



A perceptual rating must be independent of personal likes and dislikes. From an external point of view, rummaging through a student's locker, and even his lunch, might elicit a personal evaluation of "dislike" for those involved. This may appear to violate our beliefs and philosophies. However, when the intent and perceptions of the person involved are understood, a different opinion may be reached. It is dangerous to focus on behavior taken out of context. After setting aside personal external evaluations of behavior, decide how the person involved perceives. Where do his perceptions lie on a perceptual continuum? Personal likes and dislikes cannot, of course, be ignored. But it is possible to recognize them and hold them in abeyance when examining the perceptual factors.

The evidence in the example indicates a person who identifies well with other people. This person shows a

high regard for the feelings of students and a sense of accomplishment in the success of students. A less identified teacher might have felt his concern was to teach math and not get involved in the personal problems and feelings of students. There appears to be personal pride and satisfaction, which comes with identification, when the teacher says "He is now a senior in high school and is still in the accelerated math program where I placed him at the end of the seventh-grade."

Some information about identification comes from the nature of the incidents the person chooses to relate. Are the incidents student-centered or self-centered? Generally like him or unlike him? Here again, the example shows an identified person who relates to others in meaningful ways.

Example 2

1) Carefully examine the perceptual definitions.

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

2) Read the Human Relations Incident, keeping the definitions in mind.

At the beginning of the fall trimester, I was assigned to school as assistant to the audio-visual director. I came from a college position and was completely new to the school.

The A-V director was new to the position but not to the community, having lived in this area all her life. This woman was younger than I, with much less experience in teach-

ing and in handling audio-visual materials. She was certified (as I was not) in library science, a requirement in all Florida schools.

From the very beginning there were problems in our relationship, many of them stemming from the aforementioned facts, but mainly from her objection to my "attitude" and my "evasion of responsibility." She even saw fit on several occasions to lecture me on the fact that I should be able to "take over" the A-V office and run it satisfactorily during her absence. For some reason she felt I was not capable of doing this.

Two facts colored her thinking about me: the fact that I am single and the fact that my attitude toward students is somewhat permissive, allowing them a great deal more freedom than she thought was necessary. At the same time, her provincial background undoubtedly colored my thinking about her.

Another aspect of the situation was that the director felt she was overworked and that her assistant, even though assigned for only three hours a day, should take a certain amount of administrative work off her shoulders. I expressed the desire to do this, but she seemed convinced by this time that I could not be trusted with heavy responsibility.

Although our professional duties created a certain common ground of understanding, our personal relationship deteriorated steadily to the point where a cold-war stalemate was reached. She took her keys with her when leaving the office and chose to blame me whenever anything was misplaced or missing.

What I did about this situation was to simply leave it. I found another job (in a campus broadcasting studio) and notified the principal that I was making the change after Christmas. This was taking the easy way out. I realize that, but the unpleasantness involved in working with this woman influenced my early decision to resign. Under the conditions existing at the time, I could see no other solution.

Possibly what I should have done was to take a more understanding viewpoint toward this woman and her problems. If she wanted her assistant to be very strict with students and with the checking out of materials, I should have been willing to cooperate. My failure to compromise on this matter probably led her to believe that I couldn't be trusted.

I should also have kept in closer communication with the director of the school and the principal, explaining the situation to them and assuring them of my desire to cooperate fully. I did not, and this led to the mistaken belief that I wasn't taking my duties seriously.

My worst mistake was in my personal dealings with the A-V director. She oddly enough seemed to like me personally, having said so on several occasions, and with a

little tact and sympathy on my part, the entire situation could have been worked out satisfactorily.

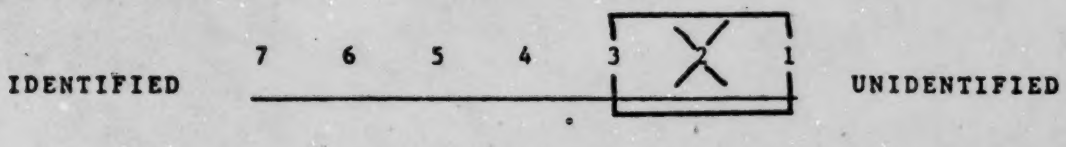
How would a person perceive in this situation if he were identified with others? Unidentified? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.



The focus of this person's remarks is on himself. It appears that the management of the way he looks in the situation is of primary concern. There was little interest or concern for the way other persons felt or saw situations. He even states his inability to identify by saying "Possibly what I should have done was to take a more understanding viewpoint toward this woman and her problems." He also acts on preconceived notions concerning the other's intentions, such as what effect being single and permissive had on his relationship with the teacher involved. Overall, there is a feeling of separation between him and others. We see a push-pull relationship (me-you) rather than a one-ness (us). These characteristics indicate a person who doesn't identify with others, who doesn't see himself as related to others, and who fails to see things from others' viewpoints.

EXAMPLES FOR PERCEPTIONS OF OTHERS

(ABLE - UNABLE)

Example 1

1) Carefully examine the perceptual definitions.

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

The beliefs one holds about others, whether accurate or false, affect behaviors toward them. Therefore, it is imperative that teachers believe people are basically able to cope with their problems. Children won't learn to solve problems unless given a chance to try. If a teacher believes students to be able, the stage is set for positive growth and successes.

2) Read the Human Relations Incident, keeping the definitions in mind.

Today on the playground, John, one of my children, broke his glasses. This was not my day for playground-duty so I did not see what happened.

Three conflicting reports were told me. The children were running after the ball, John was sitting on the ground with his glasses beside him and Henry stepped on them. This was the first report.

The second report was that Henry had hit John and broken the glasses.

The third report was that John had become angry and had hit Henry over the head, breaking the glasses.

The boys were very boisterous. I asked the boys to take their seats - all except John.

John was in tears and would not talk. I suggested that he take his seat and come talk with me when he felt like it.

Some time later John came to my desk and said "I'm ready to tell you. I got mad at Henry for getting the ball and hit him. I had my glasses in my hand and they got broken." I smiled at him, thanked him and asked him to tell his mother.

I believe this was the way I should have handled the situation.

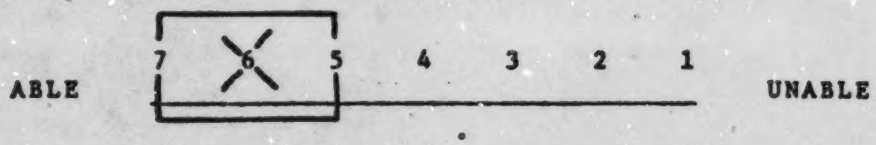
How would a person who saw others as "able" perceive the situation? Unable? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.



The teacher showed trust in the coping ability of children. She believed that children, if left to themselves, would tell her the truth. She relates that John was told "to take his seat and come talk to me when he felt like it." A teacher who saw people as less able may have pulled rank and demanded the truth. Instead, the teacher created a situation in which the information was acquired, and a learning situation was provided for John and the entire class.

Example 2

1) Carefully examine the perceptual definitions.

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

2) Read the Human Relations Incident, keeping the definitions in mind.

One of the most difficult things I've had to do as a teacher is assign grades.

Two years ago I had a certain student in my typing class. This boy was almost perfection itself; beautifully mannered, well liked by everyone, very handsome, and extremely intelligent. As a matter of fact, this is what

brought about a dilemma. Typing is, of course, a skill subject and in my classes, about half the grade comes from performance on the typewriter. The first six weeks ended and this student deserved a B. It was a well-known fact among the faculty that he had straight A's on his entire school record. He had never made a B in his life. It really upset me to put down that B on report card day and I told him how sorry I was to have to spoil his perfect record of A. And then I was most pleasantly surprised. He smiled at me and very earnestly informed me that he deserved the B and if I had given him anything higher, he certainly would not think much of me as a teacher. Well, the outcome was that he made a B the second six weeks, too. This still did not seem to bother him. He worked diligently at developing his typing skill (this is the way he attacked all problems) and during the third six weeks, he attained his goal. He made straight A's the rest of the year and developed into an excellent typist.

How would a person who saw others as "able" perceive the situation? Unable? How must a person <u>perceive</u> to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.

The feeling of ableness is prevalent throughout the incident. The teacher believed the boy could reach the required performance level. She was also pleased with the boy's reaction to her grading policy. He was able to understand the grades she had to assign. The problem of grading probably stemmed from a conflict between knowing the boy's potential and the evidence of his current level of functioning. This, she related, caused her a great deal of difficulty and grief. Overall, the teacher's belief is one of trust and ableness of her students.

EXAMPLES FOR PERCEPTIONS OF PURPOSE

(LARGER - SMALLER)

Example 1

1) Carefully examine the perceptual definitions.

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

The definition states that effective teachers are concerned with larger goals. To have larger goals and broader perspectives means that teachers consider the implications

of classroom behavior on a student's future; there is a concern for the future successes and happiness of students. Art Combs relates a story about a teacher holding class on the day President Kennedy was assassinated. This teacher insisted that students "stay on task" and finish their math assignments and that discussion of what had happened should take place elsewhere. An opportunity for genuine long-range learning was lost due to a smaller, narrower view of the teaching purpose.

2) Read the Human Relations Incident, keeping the definitions in mind.

In my first year of teaching I was assigned to a junior high school which practiced homogeneous grouping of students. The groupings were determined by scores attained on standardized tests and the recommendations of previous teachers. The school was located in an area in which the families were mostly in the lower socio-economic group.

In one of my 7th grade classes I had Roger as a student. Roger was a mental retardee, having at this time a chronological age of 15 and a mental age of 8. He could not write in script form and printed any written work I asked him to do. He also lacked the physical coordination of a 15 year old. He had attended the special class conducted by the elementary school he had attended for the past several years and had been socially promoted by that teacher as it was felt the association with children his own age or near to it would be of benefit to him. The financial status of his family did not permit his being enrolled in one of the special schools the area afforded.

From such personal records as were available at the beginning of the year, I knew Roger was retarded but was not aware of the extent of his retardation until some time later. Roger was not a disruptive influence in the class, being generally quiet and well behaved. He lacked the ability to participate in class discussions and when written work was assigned, he was permitted to choose a partner to help him.

After about two weeks of school I gave the class their first test. It was not a difficult test and this group, which was the lowest grouping of the 7th grade, scored

rather high on the test. Roger, however, did not correctly answer a single question. I did not differentiate in grading his paper and gave him an E which was a failing grade. The next day I returned the papers and Roger, after observing his failing grade, put his head down on his desk and began to cry. One of the students told me he was crying because he got an E.

After returning all of the papers I began the discussion of the day's material, ignoring Roger for the time being. After some minutes I noticed Roger had stopped crying and was sitting up. His eyes were red and his face tear streaked. I picked up a book I had taken from the library earlier in the day and handed it to Roger with the request that he return it to the library for me. This would give him the opportunity to refresh himself. No reference was made then or later to his grade or to his crying.

Subsequent to that incident I did two things. I placed in his permanent folder a statement that he was, in my opinion, unable to do the work required at this level and due to his emotional instability, he would be graded on a different scale from the rest of the class. Secondly, I did not again give Roger a failing grade.

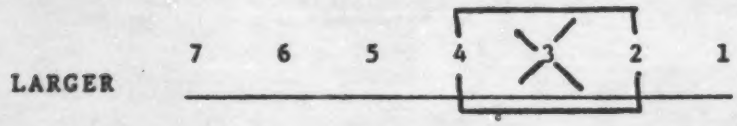
How would a person with a larger purpose perceive in a similar situation? Smaller? How must a person <u>perceive</u> to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.



The person in this incident tends to perceive in a smaller way. His concern is with the immediate situation, the boy's inability to perform on the class test. The long-range results of the teacher's actions, the effect they will have on the child's future, are never taken into consideration. This teacher perceives his job as correctly labeling children based on their immediate performance rather than helping students to succeed in life. There is some redemption in the teacher's handling of the situation by allowing the student to return the book. But the teacher perceived his purposes as more short-ranged and immediate than broad and long-ranged.

Example 2

1) Carefully examine the perceptual definitions.

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

2) Read the Human Relations Incident, keeping the definitions in mind.

I had about 30 first graders for an art lesson of paper designs. The students needed a lot of assistance and demonstrations because this project was new to them. One

student did just the opposite of the assignment and I responded with shock and said "What are you doing?" I felt irritated and wondered how the child could be so dumb. But now I think that hurt the child's self-confidence and that in the future I should handle the situation more calmly, since art is highly self-interpretive.

In the same first grade class, I was pinning notes on students to go home. Out of the corner of my eye I saw one boy take two pins and hide them in his pocket. This boy is a discipline problem so I figured he might use these pins in a destructive way. I got very angry and shouted at the boy to return them. His eyes got large and he returned one. I got even angrier because he gave me only one. I thought he thought he was fooling me by giving one back. I couldn't paddle him so I yelled at him even louder, although we were face to face. He returned the last pin. I told him to sit down. He did and covered his face with his hands. Since then he has followed my directions a little more closely. I try to give him extra duties such as passing out things to make him feel useful. Still, yelling like that is more an emotional than reasonable way to handle a discipline problem.

How would a person with a larger purpose act in a similar situation? Smaller? How must a person <u>perceive</u> to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

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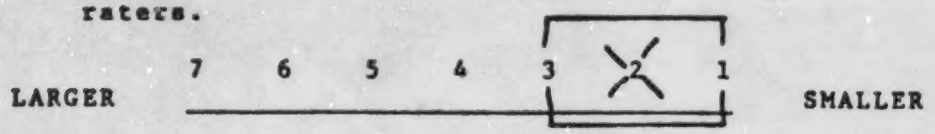
4) Compare your ratings with those of the professional raters.



The teacher's purposes are directed at the immediate situation: trying to get through the lesson, even at the cost of personal belittlement. The goals are to control students' behavior with little or no concern for long-range implications. The teacher never stops to ask what are the larger implications, what effect will this have on the students' lives. Thus, the perceptions of the purpose of teaching are smaller.

EXAMPLES FOR FRAME OF REFERENCE

(PEOPLE - THINGS)

Example 1

1) Carefully examine the perceptual definitions.

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

The events people choose to write about supply information about a person's perceptions and values. People-oriented teachers are concerned with individual students and the unique situations which arise and require solutions. The definition states that students' beliefs, feelings, and

attitudes are of prime consideration to effective teachers. They realize that significant learning takes place through experiences which are personally meaningful.

2) Read the Human Relations Incident, keeping the definitions in mind.

One of the problems facing any new teacher is the problem of discipline and the enforcing of school rules and regulations. Specific regulations will vary from school to school but there are a few which are usually in effect at most secondary schools. These will prohibit students from smoking while school is in session, from leaving the school property without permission, mandatory attendance at classes, etc. Disregard of some of the regulations may be handled by the classroom teacher but in other instances the teacher is required to report any infraction to the school administrator or other official. In this regard, a question that is immediately raised is "Do you report all infractions committed by the student, or does the reporting by the teacher depend upon the source of information from which the knowledge of the infraction is derived?"

For example, if the teacher apprehends a student in the act of violating a school regulation, the duty of the teacher is clear. But on the other hand, if the student volunteers such information about himself, is the teacher obligated to report the infraction or does he have the moral responsibility of respecting the confidence of the student and remain silent? As an illustration, I once had a teenaged boy tell me that he had, during the preceding week, brought a bottle of wine to school and secreted it in his locker. During class changes and at other opportunities he and his friends had gone to the locker and drank from the bottle. I did not report this incident to the school administration.

In dealing in cases of students violating school discipline I generally followed these guidelines. If the information regarding a breach of discipline was given to me by a person other than the student involved or was unearthed by me in the course of an investigation on my part, I believed this information could and should be reported if the seriousness of the offense required it to be. However, if the information was volunteered by the student involved in the infraction, I would respect his confidence and remain quiet unless I had first warned him that any disclosure on his part might be reported.

My actions in this connection were predicated on the belief that to secure the trust and confidence of the student you must earn it by demonstrating that you deserve it.

How would a person perceive if he were people-oriented? Thing-oriented? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.

Good teachers are concerned with details and mechanics of events, but realize that their purpose is to benefit people. Sometimes teachers forget the real purpose of education and start to perceive it as a matter of manipulating things rather than assisting people. The incident shows a teacher who is concerned with details and mechanics of events and with policies. However, a concern for students and their rights was also expressed. This is the reasoning behind a rating of 4.

Example 2

1) Carefully examine the perceptual definitions.

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

2) Read the Human Relations Incident, keeping the definitions in mind.

In my first year of teaching French, I taught one class at 8:00 A.M., a class of about 20 boys of freshmen through seniors at a large university. I thoroughly enjoyed this class but there is one incident that I would like to do over and differently. On the first day of class I noticed a boy who appeared sullen and who wore a sarcastic grin all

through class. As I was rather scared and on the defensive, I was very cool towards him and made sure he was on his toes every minute. After several classes he still appeared to have the same attitude. One day I happened to mention his name to a fellow teacher. She said, "Oh, isn't he nice, but he is so self-conscious about his huge size. He looks as though he would like to disappear under the table." Frankly I had never noticed his size but I watched him during class and I was amazed to discover that the other instructor was right. His grin was one of self-consciousness and he was very shy. I immediately changed my attitude and at the end of the semester we were good friends. I often wonder what would have happened if I hadn't been "clued in." If I could begin that class over, I would try to see himself and the class as that boy saw them. I would try not to jump to conclusions and I would try to take the whole situation more philosophically so that I would be less on the defensive to begin with.

How would a person perceive in a similar situation if he were people-oriented? Thing-oriented? How must a person <u>perceive</u> to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.

The incident that the person chooses to relate and the manner in which it is described indicates a strong people-orientation. The teacher is very concerned with students' attitudes and feelings, and she is astonished with her own inability to understand the student's motives. She apparently believes that she usually does much better. It is also unlikely that a less people-oriented individual would have achieved such an insight. This teacher's primary concerns evidently were not with the order, management, or mechanics of the situation, but rather with the human aspects.

CONCLUSION

Hopefully the process of making perceptual inferences is now more clearly understood. Reliable perceptual inferences require more than categorizing behaviors. They involve inferring the person's fundamental beliefs, values, and attitudes from their behavior.

Chapter Five will present a method by which you will be able to evaluate a Human Relations Incident on all four perceptual factors. Additional practice protocols are provided along with ratings and rationales of professional raters.

CHAPTER V

PERCEPTUAL EVALUATIONS FOR SELECTING TEACHERS

PRACTICE MATERIALS

At this time you should have some idea about the process of making perceptual inferences. The intent of this chapter is to expand that skill into an evaluation scheme which should prove useful in making selection decisions. This chapter contains eight Human Relations Incidents. As in Chapter Four, these were submitted by teachers or students enrolled in advanced undergraduate or graduate education courses. And, once again, for students with no prior teaching experience, the term "teaching role" was changed to "helping role" in the instructions for writing Human Relations Incidents. Scoring of these incidents will take place on a score sheet shown in Table B. Each Human Relations Incident will be preceded by a score sheet for that incident. The ratings and rationales of the professional raters will follow each incident. The procedure you will use for evaluating the Human Relations Incidents will be as follows:

1) Read the Human Relations Incident.

2) Refamiliarize yourself with the four perceptual factors.

TABLE B

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

PERCEPTIONS OF OTHERS:

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

7 6 5 4 3 2 1

FRAME OF REFERENCE:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

3) Reread the Human Relations Incident, keeping the definitions in mind.

4) Select and score on the factor which seems most appropriate for the particular Human Relations Incident.

5) Examine the remaining factors, reread the Human Relations Incident if necessary, and rate.

Thus, upon completing this process, you will have rated each protocol on each of the four perceptual factors. The scores on each factor can be added together to come up with a total score. A maximum possible total is 28, and the minimum possible is 4. In general, a total score between 18 and 28 indicates perceptions which have been demonstrated to be characteristic of effective teachers. A score between 4 and 14 indicates perceptions which have been demonstrated to be characteristic of ineffective teachers. A total score between 14 and 18 could indicate one of several things:

A) The person's perceptions are between the two definitions.

B) Neither of the definitions would fit the available information.

C) The incident may not have supplied you with enough information on which to infer.

The scores obtained should be considered approximate. Variations are expected, even among highly trained raters. The discriminating power of this method comes when you have attained 80% agreement with the trained raters. The actual discriminating power is between effective teachers' perceptions and ineffective teachers' perceptions, not between the degree of effectiveness of good teachers or the degree of

effectiveness of poor teachers. After completing this chapter, you may wish to assess the accuracy of your ratings. This can be simply computed by adding up the total number of inferences which you made. (That is, four inferences for each incident, 32 total.) Then add up the number of inferences you made which were within the acceptable range. Then divide the latter by the former.

PROTOCOL #51

On the first day of school I had a three year old who was completely oblivious of me. He acted as if he could not hear or see me. The entire morning he ran around the room pulling toys off the shelves. He seemed to have no interest in what I was doing. I tried to ignore him, but it was difficult because the other children kept an eye on him and were constantly telling me what he was doing. When I approached him, he screamed and ran across the room.

I tried to approach him. I tried to coax him into joining us. Every time he looked at me he gave me a sly smile as if he was enjoying making me unhappy. I ended up ignoring him.

I felt very badly about the situation. I felt that I was not in control and that he was manipulating me.

Now that two weeks have gone by, I feel a great deal better about things. He still is difficult, but in control. He is much more interested in things in class and wants to participate in everything. Today he was a leader, which means he cleaned up well after free play. I feel that I didn't handle him well the first day. Through positive reinforcement I keep him in line. I believe I should have had more patience with him and myself the first day.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

PERCEPTIONS OF OTHERS:

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

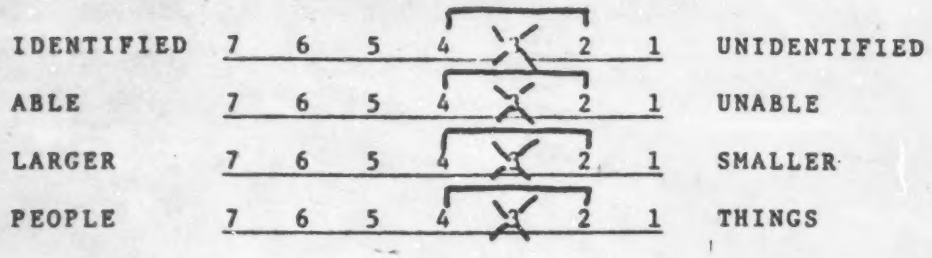
7 6 5 4 3 2 1

FRAME OF REFERENCE:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

EXAMPLE #51



RATIONALE

IDENTIFIED - UNIDENTIFIED The feelings one infers from this incident are not those of "oneness" with all mankind. The boy involved in the incident is a case in point. The teacher feels somewhat apart from him. She doesn't really understand or identify with his feelings or problems.

ABLE - UNABLE The feeling is that people are generally unable to handle their own problems. This is expressed by her need to have control over the people in the environment.

LARGER - SMALLER The teacher views events in a narrower perspective. She is concerned more with the immediate situation (control) than with any larger implications (how to help this boy with his problems).

PEOPLE - THINGS It is true that the majority of this incident is spent talking about people, but the major concern is not with the feelings, beliefs, and welfare of the people involved. Rather there is a concern for order and management. The teacher says "I didn't handle him well" and "I keep him in line" rather than "I tried to find out what made him act the way he did."

PROTOCOL #62

While teaching 6th grade beginning band students, I had one male student who had a problem. John (not his real name) would forget his music, instrument, reeds, or just not come to class at all. John was large for his age and loved any kind of sports. He would use any excuse not to come to band rehearsal, to include a scratch, bumps on some elbow, etc. Finally I called his mother who informed me that she had played the old clarinet which John was using and she wanted him to have some of the fine arts. The father was an athlete and wanted John to be an athlete also. Therefore, John was being pulled in two directions, trying to please both parents at the same time. I encouraged John and reinforced him at every opportunity. However, John's true love was sports.

John made up his mind one day. His clarinet was squeaking and he became so irritated that he broke the clarinet in halves over his knee.

He knew he was in trouble with his mother, and would either have to tell her a lie about the clarinet and how it got broken or tell her the truth: he hated the clarinet. I continued the rehearsal. John got some glue and tried to repair the clarinet which was broken beyond repair. I did not report the incident to John's mother because either way John went (lie or truth) his band days were over. John told me later he would not be in band anymore.

At the time of this incident, I felt frustration. Partly, I felt proud of John for taking a stand and making a decision. But I felt that I should have sent him to the school principal as an example to the other students.

Now I am satisfied with my decision of letting John handle his own problem in his own way.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

PERCEPTIONS OF OTHERS:

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

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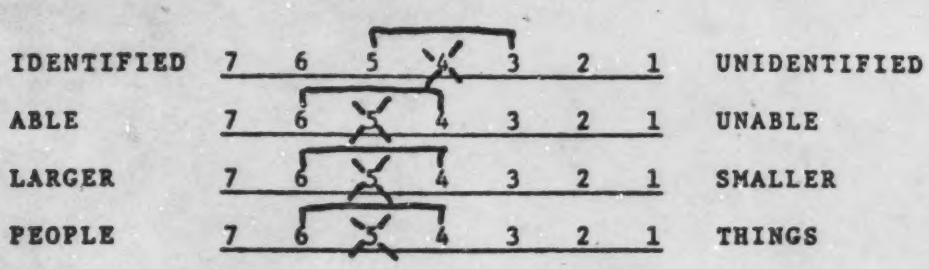
FRAME OF REFERENCE:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

EXAMPLE #62



RATIONALE

IDENTIFIED - UNIDENTIFIED This teacher does show a degree of identification with others, but the degree of identification falls somewhere between a feeling of "oneness" and feelings restricted to persons of similar beliefs. Thus a score of 4 was assigned.

ABLE - UNABLE The teacher believes that John has the ability to make his own decisions. This shows a belief that people are basically able to solve their own problems. It also shows a trust in people's ability to help themselves.

LARGER - SMALLER On this scale the teacher's perceptions fell between the two definitions.

PEOPLE - THINGS The incident indicates a concern for people-problems. The teacher was aware of the struggle that John had to make between music and hurting his mother and sports and doing what he really wanted to do. Along with this awareness was a concern for John's feelings and his overall welfare.

PROTOCOL #60

Approximately fifty miles into the Kaisut Desert the Land Rover in which I was riding had another flat tire. The driver and one of his assistants were working on the tire, and a group of men and boys from the village of Kergi came to investigate. Our driver inquired as to the possibility of our photographing some of the people of the village; a disagreement took place, and no pictures were allowed. Four holes were found in the tube of the tire, so we were in for a rather long wait until they could be repaired. The men drifted away gradually, but the young boys stayed to observe. Only two girls about five years old and three very elderly women were seen; the rest of the females had taken the group's camels to Lake Turkana for water. As I was leaning against the Land Rover, some of the boys came up to me and addressed me in up-country Swahili. The others in our group seemed uninterested in the proceedings and remained in the car. I answered as well as possible in very rough Swahili. The boys, who ranged in age from four to twelve, laughed heartily at my attempts to speak their tongue.

I sat down on the ground and was immediately surrounded by about 15 or 20 of the boys. I was still laughing at their laughing at me. I simply smiled and tried some more Swahili. They laughed again, drew closer, and tried out their rudimentary English on me. I laughed and tried to help them pronounce their words more correctly. They seemed to be thoroughly enjoying the proceedings, and I went into a math lesson, drawing numbers in the sand with my fingers and saying the number in English. One through ten was mastered quickly, but we had some trouble with eleven through twenty. Some of the boys wanted to explore me. Then the others had to try. They tentatively touched my hair and giggled. My glasses also got passed around carefully, each boy trying to look through some very thick lenses. The looks of astonishment were followed by more laughing. They inspected my fingers and fingernails; then they wanted to see everything in my pockets. The sight of a few shillings in my pocket caused a mild panic; they all wanted the money. I pushed the few coins back in my pocket and continued with the English lesson. A thought occurred to me. Here I was, in the middle of nowhere, with no books, no paper, no pencils, nothing, teaching and learning with about twenty children who seemed as fascinated with me as I was with them. Our "class" lasted about twenty minutes; the punctures had been repaired, and we had to be on our way. I told them all good-bye in English and in Swahili; they did likewise and waved vigorously as we drove further into the desert.

As the situation occurred, I was euphoric at the events of that morning and this was the absolute highlight. I felt a strange sense of having taught something, but even more, the joy of having the time to spend with those children. I still feel the same way about the "class." The only thing I would change would be to have been able to spend more time.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

PERCEPTIONS OF OTHERS:

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

7 6 5 4 3 2 1

FRAME OF REFERENCE:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

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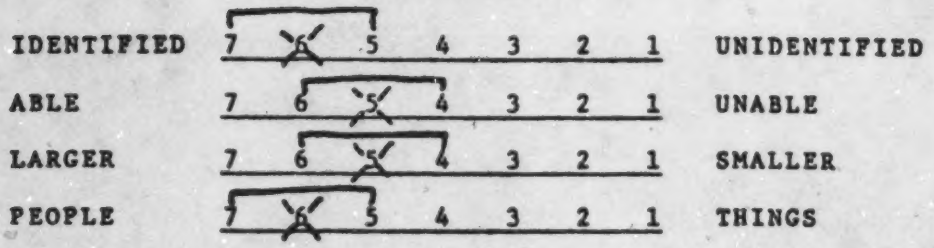
EXAMPLE #60



RATIONALE

IDENTIFIED - UNIDENTIFIED A high degree of identification was apparent in this incident. The person had the ability to relate to people with about as diverse a background as you could get. There was a feeling of "oneness" with all humankind.

ABLE - UNABLE This factor was a little harder to infer. The evidence indicates a belief that people handle themselves and their problems ably.

LARGER - SMALLER The person's perspectives were broad. The person focused on things which could and probably would affect the lives of the children for a long time to come, rather than on immediate and short-range goals associated with the repair of the tire.

PEOPLE - THINGS This person is concerned with the human aspects of affairs. A high degree of people-concern is seen in the interactions with the tribal children.

PROTOCOL #70

The incident happened during student-teaching at one of the high schools of that particular town. My major at that time was Health and Physical Education. There was a track meet with several schools participating. I was assigned by my supervising teacher to keep time for the runner in Lane Three. Once the meet started, I flicked the stop watch on. Somewhere during the course of the event, my watch stopped. I really don't know what caused it to stop but at the end of the event without realizing the watch had stopped, I reported the time to the scores table, and I realized that the time was so far off until it couldn't possibly have been correct.

Later, I reported that I had given the wrong time due to a faulty mechanism. By being on the field during student teaching, I felt that it was the most embarrassing thing that could have happened to me. I was certain that it would affect my grade, but the coach verified my statement.

If the situation occurred again, I would check my equipment thoroughly before engaging in any worthwhile activities.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

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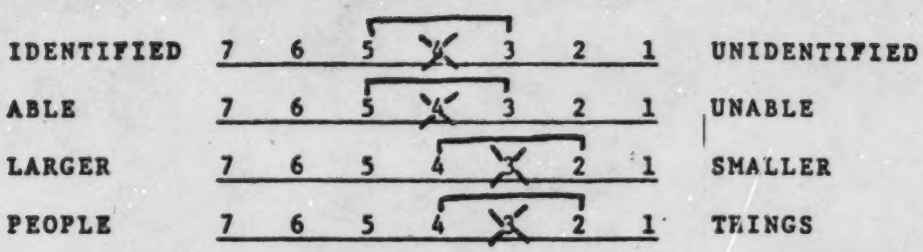

RATIONALE

IDENTIFIED - UNIDENTIFIED This one was not easy to infer. The person's perceptions were between the two definitions. It may be that the person's feelings of "oneness" were overshadowed by a concern to vindicate himself.

ABLE - UNABLE Again, the person's perceptions fell between the two definitions.

LARGER - SMALLER The perspective is a narrow one. The person never focuses on the broader implications which include the students involved in the particular incident.

PEOPLE - THINGS A feeling that stood out was the concern for the details of the situation. The effects of the incident on the runner were never mentioned.

PROTOCOL #92

There was this 6 year old little black girl called Sara in 1st grade. She always pretended to be someone else. This person that she pretended to be always was a little white girl called Linda. She tried to dress like Linda, act like Linda, she even tried to change her little voice to talk like Linda. Linda had a deep Southern voice and it sounded pretty bad at times, but this was her way of talking so I didn't let that bother me, but what bothered me was Sara imitating her. So one day I called Sara in to talk to her and I asked her if there was anything that she could change about herself, what would be the changes? She replied, "I would be white like Linda, so I could be pretty." I then told Sara I thought she was very pretty just as she was and that she had very pretty skin and she should be very proud of herself because there's a lot of people that think the world of her. At first I felt bad about the situation, because somewhere back in Sara's little mind she thought that because of her color, she was not as good or attractive as the person she really thought she wanted to be. But after talking with her I found that the reason she wanted to be someone else that she couldn't be was that some of the other children had been calling her names and telling her she was ugly and that nobody cared for her, which wasn't true. This same little girl, who is not so little anymore, now seems to be very proud of herself and she's a very intelligent, smart person. I feel that I helped Sara to understand a little better to be proud of herself as she is. I feel now if I could have changed anything then about the situation, it would have been no more than I did then but to talk to this child and try to instill confidence in her which was lacking about herself.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

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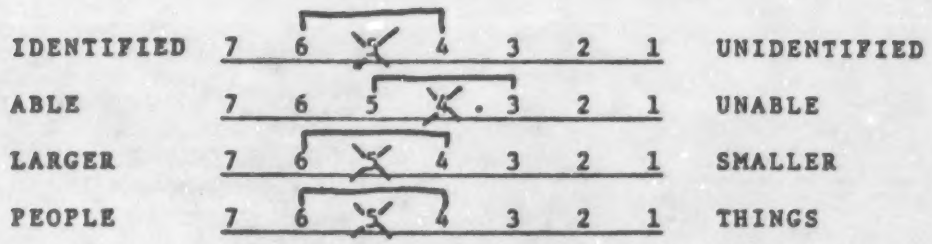

RATIONALE

IDENTIFIED - UNIDENTIFIED The feelings expressed in this incident indicate an identification with people. The teacher takes pride in the fact that a student has progressed and is doing quite well. The teacher is interested in understanding why the student feels the way she does. This concern comes from an identification with people.

ABLE - UNABLE On this scale, the perceptions fell between the definitions.

LARGER - SMALLER The teacher's goals are larger ones. The teacher is concerned with the implications of events for the long-range effects they will have.

PEOPLE - THINGS This incident shows a people-orientation. There is much concern for the little girl's feelings, beliefs, and welfare. These concerns are primary, and only after they are met comes a concern for things and events.

PROTOCOL #100

I was in my assistant level in the second grade. The teacher asked me to take three students to the library to help them with subtracting and borrowing. I took three girls to the library. One of the girls did not know what she was doing at all. She could not carry in addition and did not know her subtraction basic facts well enough to do the borrowing. Another girl seemed to know what she was doing and knew the steps but would not do it. She kept asking to get a drink or sharpen her pencil or go look at the books. The last girl just said she wasn't going to do the problems. I could not tell if she knew how to do it or not. After about ten to fifteen minutes, I was almost yelling at them because none of them were trying and I could not get them to try. So I took them all back to the room and had to tell the teacher that I had accomplished nothing with them and that I did not think I could work with three at a time. The next day, though, she still wanted us, the assistants, to help the students who were having problems with borrowing. The teacher asked me to take three different students this time. I took one boy and two girls and one of the girls was one of the ones I had had the day before. This time all three of them sat down and started working. I showed them each how to do two or three problems and then they all did the rest by themselves.

When the first students did not do their work, I tried praising them if they did anything at all. But this only worked for a minute. They just did not want to work.

My feelings about that situation were frustration and lack of knowledge of what to do to get them to work.

After that first day, I thought I was not cut out for teaching but the next day when I walked into the library with three students who did not know how to borrow and when we walked out and each of them could work the problems on their own, my spirits and self-confidence came back.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
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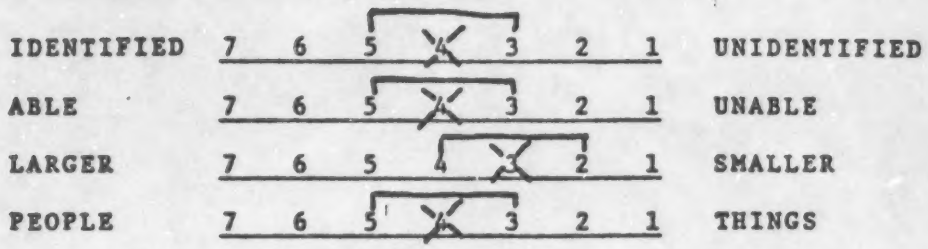

RATIONALE

IDENTIFIED - UNIDENTIFIED The feelings underlying this incident are not strong feelings of closeness, but neither are there feelings of separation. Therefore a rating of 4 was made.

ABLE - UNABLE Here again, the feelings fall close to the center of the definition. The person perceives teaching as something done to students rather than something dynamic, involving students in the process.

LARGER - SMALLER Here the perceptions lean toward the smaller end of the scale. More importance was placed on the completion of the immediate task ("borrowing") rather than taking the time to know the students and their problems in a meaningful way.

PEOPLE - THINGS The teacher's dealings with the students were less concerned with feelings and beliefs and more concerned with the mechanics and management involved in teaching "borrowing."

PROTOCOL #105

Environment: Classroom, 6th grade, math. Frustrated student because he cannot accomplish a certain task that I wanted him to perform. He seemed to feel very withdrawn and introverted, alone and afraid.

When at first I understood his true feelings, I knew that I must gain his respect and trust before I could begin to help him understand his difficulty in accomplishing his required task. This was somewhat of a problem because of the little time we had known one another.

I felt some pressure from him because I did not at first believe that he was actually afraid of me. Who am I to frighten or hurt people? Then I realized that possibly I was threatening his security; in other words, would embarrass and put him down in front of his peers.

Taking these emotions and feelings into consideration, I tried to convey to him my like for him and the acceptance of his feelings. I understood how he felt and wanted to help without harsh overtones or embarrassment. I approached the problem in this manner and the results were better than expected.

#105-2

One day when I was doing my student-teaching, my assigned teacher was absent and a substitute was called in. The kids disliked her very much. Her ideas of maintaining control in the classroom weren't exactly of my standards either. She tried to instill a certain amount of fear to begin with to establish her control and authority of the classroom. Certain phrases such as "Button your lips!" etc. weren't uncommon.

The kids then began to complain to me in confidence and, of course, I was elicited for some type of response! "What could I say?" "What tact could I exhibit towards their feelings without deteriorating professional ethics?" These were my feelings.

I then attempted to explain to the kids why Mrs. _____ acted the way she did; that because of her lack of knowledge (about the students' individual capabilities) she felt a certain need to maintain order. I explained to them that it is indicative of certain people's personality to behave in certain ways, not to be judged good or bad, but rather to accept and attempt to cope in the best way possible. I assured them that if they kept to their studies and did not partake in idle chit-chat, then all would be well and no one would be embarrassed or called down in front of the class.

They seemed to understand and then major things began to happen. The substitute no longer felt the need to raise her voice and exhibit an impression of strength and power. The students actually accomplished more work than I had anticipated considering... And I was somewhat taken off the hook. No longer was it necessary for me to have to explain the characterization of the substitute and intentions thereof.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

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PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

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FRAME OF REFERENCE:

PEOPLE	THINGS
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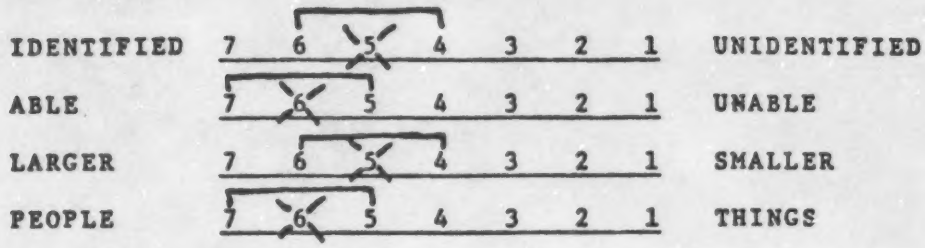


RATIONALE

IDENTIFIED - UNIDENTIFIED This person has the ability to understand others' points of view. She can identify with the substitute teacher even though she does not agree with her, and she can identify with the students.

ABLE - UNABLE The feeling that students are able permeates the entire incident. This is expressed through the time and effort that the teacher devotes to explaining things to the students. She feels that students are generally able and will benefit from such explanations, that is, they have the ability to understand and are willing to use such information.

LARGER - SMALLER This teacher views events from a larger perspective. There is a concern for helping students be successful in ways that will have lasting influence on them. For example, the teacher realizes that emotions, feelings, and the way a person looks in the eyes of their peers are all important to the learning situation.

PEOPLE - THINGS In the situation described, the primary importance was placed on people rather than the management and manipulation of things. From the very beginning she attempted to understand the feelings of the students. She was continuously concerned with feelings, beliefs and welfare of students. She was concerned with management and order, but it was put into perspective of the more important people-problems.

PROTOCOL #109

The teacher asked me to make two games for the classroom. He said that he wanted me to get a 'feel' of what it was like making a game. He told me that the games would be used in the classroom as a review, while I was there.

He informed me I would be making the games for one entire week at the school during class time. The children were having county-wide testing and I found no sense in even being there because I didn't even see or work with the children. I made the two games.

I felt that the teacher was just making me do busy work because the children weren't anywhere near the end of the unit which the games were directed towards. He also told me the games were to be the school's and not mine. I asked why. He told me because they were on school material. I suggested paying him for them. He told me to speak to the assistant principal. So I did. The assistant principal said to just copy them and forget the whole incident. Meanwhile, the games weren't used while I was there.

I am very hurt because I wasted my time and effort on those games. I've also learned that if I get a student teacher, I'll never do anything to morally harm him or her as this teacher did. I feel if I wouldn't have had other field experiences before, this could have done a lot of damage to me and I possibly would have dropped out of teaching.

As a result of all this, my final evaluation suffered.

The preceding incident I think caused another situation. The teacher tells me that someone reported me "badmouthing" the school. He said I would be contacted by the assistant principal and this person would be there. I asked the name of the person and he refused to tell me. I asked what I assumingly said and again he refused to tell me. I had two weeks left of that experience so I tried making the best of it even though it was hard. I never said anything good or bad about that school!

I tried to ignore it, but I did inform my senior leader about it. I was hurt and very confused. At least if he was to tell me about the accusation, tell me the whole story, not part of it. I felt like breaking down and crying, but I didn't...there. Nothing else was said of the issue. I was never "contacted."

I feel this teacher was out to get me in one way or another. I think it was a very low, dirty trick. I should have gone and reported him instead of having me torn inside. I think he did it because he was very insecure and only a second year teacher.

PERCEPTUAL RATING SCALE

RATER_____ DATE_____ PROTOCOL #_____

PERCEPTIONS OF SELF:

IDENTIFIED	UNIDENTIFIED
The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.	The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

PERCEPTIONS OF OTHERS:

ABLE	UNABLE
The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

PERCEPTIONS OF PURPOSE:

LARGER	SMALLER
The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.	The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

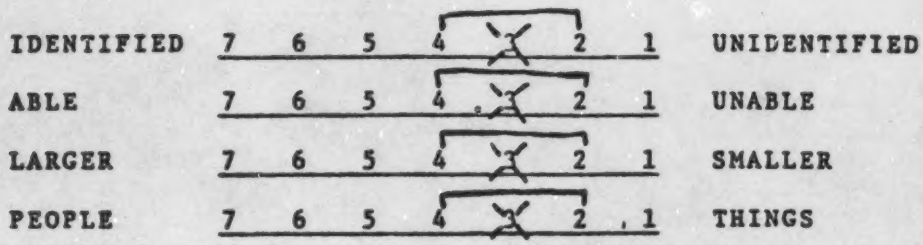
7 6 5 4 3 2 1

FRAME OF REFERENCE:

PEOPLE	THINGS
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

7 6 5 4 3 2 1

EXAMPLE #109



RATIONALE

IDENTIFIED - UNIDENTIFIED The feelings throughout this incident are not ones of identification. The person feels generally apart from others. The person lacks the ability or willingness to understand others' viewpoints.

ABLE - UNABLE The general feeling is that others are unable to cope with their problems. There is a feeling that others may be unable, and if left to themselves may be "out to get me."

LARGER - SMALLER The incident indicates a smaller view on the part of the writer. The goals focus on immediate and specific things (ownership of games) rather than on any larger educational implications. There is no mention of long-range effects on students.

PEOPLE - THINGS This person has a thing-orientation. The games take complete command of the person's perceptions. The effects these games could have on students are never even mentioned. Somehow the students got lost in the situation.

CONCLUSION

Now that you have completed Chapter Five, you should proceed to work through the post-test materials. The procedure for scoring the post-test is the same as that used in this chapter. The post-test is made up of fifteen Human Relations Incidents submitted by teachers or teacher-education students. The incidents have been rated by a team of four professional raters, and an interrater agreement of 85% was found for each Human Relations Incident. Your rating will be compared to those of the professional raters, and the criterion of acceptability will be the same as was described earlier: ± 1. Your agreement score will be calculated, and you will receive a copy of this reliability score, as well as a summary of the findings and conclusions of this study. Chapter Six gives suggestions for the implementation of this method into the selection process.

CHAPTER VI

APPLICATION OF PERCEPTUAL INFERENCES TO THE TEACHER SELECTION PROCESS

SYNOPSIS

Human factors are primarily responsible for teacher effectiveness. The degree of helpfulness of a teacher's response to students is determined by his beliefs, values, and attitudes. From the research based on a perceptual view, five areas have been isolated as necessary for effective teaching:

1) Knowledge of subject
2) Perception of self as adequate
3) Perception of others as able
4) Perceptions of appropriate goals and purposes
5) An open and student-directed frame of reference concerned with larger, more important issues

The traditional teacher effectiveness research shows no methods or teaching behaviors to be characteristic of effectiveness. Therefore, the teacher selection process could benefit by taking perceptual factors into account. Information about a candidate's perceptual orientation is accessible through perceptual inferences. Theoretically,

any behavior will expose the perceptual orientation of the person observed. While it may not be possible to duplicate exactly the perceptual field of the individual, a skilled observer can infer the person's basic perceptions.

The research shows that inferences about perceptual orientations, and therefore effectiveness, can be made using Human Relations Incidents, interviews, classroom observations, and projective clinical techniques. The only requirement is that the person's protocols engage his personal meanings and beliefs, and not just his intellect in a "bookish" or academic fashion.

Suggested Ways for Gathering Information

1) Application Forms. Human Relations Incidents can be included on application forms. Evaluation of the incidents can serve as a pre-screening of candidates.

2) Interview Situations. In a traditional interview situation, questions can be designed to elicit responses from which inferences can be made. Awareness of the factors which affect self-report information (Chapter III) is necessary. Again, the perceptions, rather than specific behavioral responses, are the primary concern.

3) Teach a Class. College teaching candidates are frequently asked to give a seminar. This method is applicable to any grade level, and perceptual orientations can be evaluated through the direct observation of classroom behavior.

4) The best way to acquire perceptual information is through a combination of your personal talents and a high degree of inference skill.

CONCLUSION

IF you have finished these materials and accepted the importance of what has been said,

IF you feel a certain proficiency in understanding the nature of effective teaching, and

IF you have done well in the practice materials and have achieved proficiency for making accurate perceptual ratings,

THEN you now possess the finest instrument available for making selection decisions...YOURSELF!!!

APPENDIX TO SELF-INSTRUCTIONAL MATERIAL

HUMAN RELATIONS INCIDENTS

I am in the process of researching types of interactions in the field of teaching. To accomplish this, I will be needing a large number of Human Relations Incidents. The directions for writing Human Relations Incidents is as follows:

> I would like you to think of a significant past event which involved yourself in a teaching role,* and one or more other persons. That is, from a human relations standpoint, this event had special meaning for you. In writing about this event, please use the following format:
>
> FIRST — Describe the situation as it occurred at the time.
>
> SECOND — What did you do in the particular situation?
>
> THIRD — How did you feel about the situation at the time you were experiencing it?
>
> FOURTH — How do you feel about the situation now? Would you wish to change any part of it?

These Human Relations Incidents will remain anonymous. I greatly appreciate your assistance with my research. Thank you again and best wishes for a successful quarter and school year.

M. Mark Wasicsko
Assistant Professor of Education
Columbus College

*For those persons without teaching experience, the term "teaching role" was changed to "helping role."

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